

into simpler elemental processes, by dealing with samples or examples where the existing material was huge and overwhelming, and by many similar devices. The student of science has, in the course of the last hundred years, learnt to apply these devices in numberless ways, and to combine them with an astounding and ever-growing ingenuity and resourcefulness which is the wonder of the age. The scientific student has learnt to go from words to things, from books to nature, and nature herself has revealed to him her phenomena in ever-increasing wealth and abundance. If nowadays any of the many problems of science have to be attacked, the foremost precept will be: *circumspice*, look around you. The road of scientific inquiry is the way that leads outside.

6.  
Seen especially in  
language.

But starting, as we did, with language—*i.e.*, with words and terms—we very soon find that language contains a vast number of expressions for which no outer image can be readily found. Such words refer to what are generally called abstract ideas or ideas *par excellence*. If we try to define them—*i.e.*, to assign to them a definite meaning—we have, in many cases, not to look outside but to resort to contemplation, to retire into the solitude of thought, to shut out as much as possible the disturbing influence of things around us, and to concentrate our attention as much as ever we can upon the images which arise within us. We have to look within, not outside, if we wish to find and fix the exact meaning of the words we employ.

This difference which exists between the words in our common speech has been noted by all philosophical writers and urged with more or less clearness. To